

## BATESBURG-LEESVILLE ELEMENTARY

403 South Lee Street  
Batesburg-Leesville, SC 29070

**GRADES** 3-5 Elementary School

**ENROLLMENT** 534 Students

**PRINCIPAL** William Kiesling 803-532-1155

**SUPERINTENDENT** Dr. William Gummerson 803-532-4423

**BOARD CHAIR** Dr. Debbie Black 803-532-5321

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	51	39	0	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

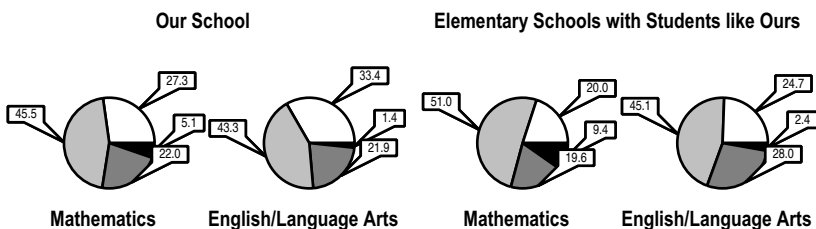
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	36	171	91
Percent satisfied with learning environment	86.1%	84.8%	87.4%
Percent satisfied with social and physical environment	97.2%	74.3%	62.1%
Percent satisfied with home-school relations	70.6%	87.0%	83.3%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	540	99.6	33.4	43.3	21.9	1.4	23.3	17.6
Gender								
Male	290	99.3	40.2	41.4	17.7	0.8	18.4	17.6
Female	250	100.0	25.7	45.6	26.6	2.1	28.7	17.6
Racial/Ethnic Group								
White	279	99.3	19.5	44.8	33.3	2.3	35.6	17.6
African-American	258	100.0	48.1	41.8	9.6	0.4	10.0	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	437	99.5	26.8	45.9	25.6	1.7	27.3	17.6
Disabled	103	100.0	61.5	32.3	6.3	N/A	6.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	540	99.6	33.4	43.3	21.9	1.4	23.3	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	537	99.6	32.8	43.7	22.1	1.4	23.5	17.6
Socio-Economic Status								
Subsidized meals	322	99.7	44.3	44.6	10.7	0.3	11.1	17.6
Full-pay meals	218	99.5	17.6	41.5	38.0	2.9	41.0	17.6

Mathematics								
All students	540	100.0	27.3	45.5	22.0	5.1	27.1	15.5
Gender								
Male	290	100.0	26.9	45.9	20.9	6.3	27.2	15.5
Female	250	100.0	27.8	45.1	23.2	3.8	27.0	15.5
Racial/Ethnic Group								
White	279	100.0	13.3	45.2	31.9	9.5	41.4	15.5
African-American	258	100.0	42.7	45.6	11.3	0.4	11.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	437	100.0	20.3	48.4	25.4	5.9	31.3	15.5
Disabled	103	100.0	57.3	33.3	7.3	2.1	9.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	540	100.0	27.3	45.5	22.0	5.1	27.1	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	537	100.0	27.1	45.5	22.2	5.2	27.5	15.5
Socio-Economic Status								
Subsidized meals	322	100.0	39.1	47.5	12.7	0.7	13.4	15.5
Full-pay meals	218	100.0	10.2	42.7	35.4	11.7	47.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	176	N/A	28.6	40.6	28.6	2.3	30.9
	Grade 4	176	N/A	21.5	56.4	21.5	0.6	22.1
	Grade 5	199	N/A	38.3	49.0	12.8	N/A	12.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	163	99.4	27.3	35.1	35.1	2.6	37.7
	Grade 4	185	100.0	32.4	39.9	26.0	1.7	27.7
	Grade 5	192	99.5	39.8	54.0	6.3	N/A	6.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	176	N/A	39.1	43.1	14.4	3.4	17.8
	Grade 4	176	N/A	25.4	41.6	22.0	11.0	32.9
	Grade 5	199	N/A	39.6	43.1	11.2	6.1	17.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	163	100.0	25.2	49.0	21.9	3.9	25.8
	Grade 4	185	100.0	26.6	42.2	23.7	7.5	31.2
	Grade 5	192	100.0	29.9	45.8	20.3	4.0	24.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 534)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.1%	Down from 4.4%	2.6%	2.4%
Attendance rate	96.0%	Down from 96.9%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.3%	Up from 13.9%	13.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.1%	Down from 15.7%	8.4%	8.0%
Older than usual for grade	1.5%	Down from 2.4%	1.0%	1.1%
Suspended or expelled	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	40.0%	Down from 41.7%	45.8%	50.0%
Continuing contract teachers	94.3%	Up from 83.3%	87.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.2%	Up from 88.6%	87.4%	86.2%
Teacher attendance rate	96.4%	Down from 96.5%	95.2%	95.3%
Average teacher salary	\$39,068	Up 0.1%	\$39,484	\$39,909
Prof. development days/teacher	5.0 days	Down from 10.3 days	11.4 days	11.4 days

School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio	19.9 to 1	Down from 21.4 to 1	18.8 to 1	18.9 to 1
Prime instructional time	91.6%	Down from 92.7%	89.5%	89.7%
Dollars spent per pupil*	\$5,610	Up 1.8%	\$5,668	\$5,892
Percent spent on teacher salaries*	66.4%	Up from 65.8%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Batesburg-Leesville Elementary School had another successful school year during 2002-2003. The great majority of students took their time here seriously and applied themselves to the tasks at hand. Our faculty and staff worked together diligently to provide the optimal learning environment for our young people. Parents, and the community as a whole, were most supportive of the school, as is the tradition in Lexington School District Three. The single largest factor involved in making our students effective and contented learners is home support and encouragement. Student abilities, teacher skills, school conditions and teaching materials all are vital to student success but parental motivation of their children is the catalyst which brings all these things together so a child may fully reach their potential.

Classes in fourth and fifth grade will continue to have team teaching where one teacher instructs in science and math and the other in language arts and social studies for next year. Third grade, due to the student's ages, will remain self-contained, which suits their levels of independence better. Last year's adjustments to student placement and the Gifted and Talented Program provided some real benefits and will continue in 2003-2004. Last year's class schedule also successfully resolved some long standing issues for teachers and students and will also be continued with only minor changes.

Two other popular programs, though not technically part of BLES, will be followed through to next year at our facility. Both the after-school program and the mentor program have been shown to fill certain needs for some students in the community. The after-school program, now in it's fifth year, is familiar to most everyone. This efficiently run, grant-funded program is geared toward serving those students who might otherwise have limited options for the late afternoon hours after the regular school day ends. The newer mentor program is, again, a grant-funded outreach program closely tied to the after-school effort. Community volunteers spend a select amount of personal time with students who might otherwise lack adequate positive "one to one" contact with an adult. This closely monitored and very popular offering has gotten off to a fine start. This is largely due to the recruitment of some excellent community-minded individuals willing to share precious time with needy youngsters. New volunteers are always in great demand.

This year's PACT scores showed improvement but we still have far too many capable students falling in the "below basic" category and not near enough students reaching into the "proficient" and "advanced" groupings. To be honest, student motivation, both self-generated and external, is a large part of the "below basic" problem. Those students of all abilities who exhibit a strong effort to reach goals do much better than those students whose sense of motivation is not as developed. There is nothing new in this, as long as there have been schools this has been a problem. The present day "accountability" efforts simply bring this challenge to the front of the stage and we must rise to meet it. The difficulty students are encountering in reaching the "proficient" and

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.